

## **CHAPTER V**

### **CONCLUSION, IMPLICATION AND SUGGESTION**

Chapter V presents the conclusion, suggestion and implication obtaining from this study. The following is how this study brings the effects on improving the students' writing abilities at SMP Muhammadiyah 8 Yogyakarta.

#### **A. Conclusion**

This study belongs to a classroom action research. It is aimed at improving the students' writing ability through the implementation of mind mapping software which has been proposed by the former of mind mapping, Toni Buzan. The participants of the research were the researcher, the English teacher, and the students of VIIIA class of SMP Muhammadiyah 8 Yogyakarta.

This research attained some data related to the use of mind mapping technique in improving students' writing ability on recount texts. According to the data analyses precede in this research; the application of mind mapping was aimed at improving students' writing ability.

In Cycle I, the students performed the improvement on their writing ability especially in terms of content and organization aspects. The use of mind mapping successfully helped them generate and share idea in groups during the writing process. The students' motivation and interaction in the classroom also enhanced. Almost all of the students were interested in writing activity because the researcher involved them in the activity.

In Cycle II, the activities conducted also created greater interactional gain than in Cycle I. The students are required to make paragraphs of recount text by

considering the aspect of writing. In this cycle, they showed greater confidence by publishing their pieces in front of the class. Other students corrected the writing afterwards.

Furthermore, the two kinds of data were obtained to support the findings in this research. They were quantitative and qualitative data. The results of the qualitative and quantitative data are described as follows.

1. From the interview and classroom observation, the researcher found some problems which needed to be solved by doing an action research study. In this research, the researcher found some problems, main causes of the problem, and wrote the indicators of students' problems. Then, she determined some actions which considered as the most urgent and feasible problems. After that she planned some actions related to students' writing ability. From the actions applied, she found that the students' interaction and motivation also improved. Besides, she also noticed that students' participation was higher than the precondition of the actions.
2. In quantitative data, the students' writing shows improvement from Cycle 1 to Cycle 2 by considering some aspects in writing. The students' score in Cycle I was 8.19643, while there was an increase in Cycle II with students' score was 19.4464. In conclusion, the students' score increased by 11.24997.

### **B. Implication**

The findings reported earlier indicate that the students' writing ability in the teaching and learning process of writing increased. The implications of the actions are described as follows.

1. The use of mind mapping helps the students improve their ability in writing. In this case, they were able to generate ideas rapidly and notice the organization of their paragraphs. Besides, they were also able to correct the use of tenses, punctuation and words choices.
2. The use of mind mapping software brings effects on students' interaction and motivation. All students participated in almost all activities that the researcher created. When the students paid attention to researcher's presentation, they were not actively engaged in the activity. However, when they tried themselves on some activities which involved them, the interaction happened between the teacher-student and student-students. It also brought effects on the presentation itself because the students gave their attention to their friends who presented their works in front of the classroom. In this case, the teacher's role in the classroom is giving assistance and guidance to students so that they could perform better than the traditional teaching technique. Furthermore, it can be seen that the way the teacher asked the students to write is not just practically asked them to write, yet she guided them with some interesting tasks by using mind mapping software.
3. Mind mapping software can be used in classroom activity as an interesting media. The characteristics of mind mapping included the use of colors, pictures, branches, and so on were considered as very useful to be applied in classroom activity because it can stimulate the students' thinking.

### **C. Suggestion**

After conducting this action research, the researcher proposes some suggestions for the English teacher and other researchers as presented below.

#### **1. To the English Teacher**

There are many aspects in writing that should be taken into account, namely content, organization, vocabulary, mechanics and language use. The students should be able to write with considering these aspects appropriately to achieve higher gains. Those who were not able to write well in English needed to be guided. Teacher cannot easily judge them as being low-ability students. In fact, she had to motivate them to improve their ability. Interesting activities lead the students' interaction to improve their performances especially in writing because most students considered writing as an uninteresting activity. English teacher can use mind mapping software as a visual aid for teaching as well as it brings many advantages in helping the students' skills.

#### **2. To Other Researchers**

This research focused on the implementation of mind mapping for a recount text. There are such many genres of the text that other researchers could apply as descriptive, narrative, reported and procedural texts. This research also limited to provide a computer for each student. Other researchers could manage to facilitate this in order to run their study in a better way. Hence, other researchers may conduct a better improvement deals with this study by using other genres of the texts through mind mapping software.

### **3. To the Students**

By implementing a mind mapping software in writing activities, there were some successful and unsuccessful actions that can be seen from the research processes. The students' performances were nearly improved in Cycle 1, yet there were still some actions needed to be considered. The researcher highly expected the students to learn to write a short essay since writing is different from speaking. In speaking, they could easily express what they really want to say without considering about the use of punctuation, tenses, capitalization, and so on. However, they should consciously learn all about the aspects in writing.